

# Indianapolis Charter Schools

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## Third Year Review

### *Overview*

Charter schools completing the 3<sup>rd</sup> year review take part in a self-evaluative process, which includes:

- Choosing relevant evidence to support claims for each of the standards
- Providing analyses on school performance based on this evidence
- Written reporting of the schools performance in each of the standards
- Development of goals/recommendations for improvement in relevant standards
- Presentation to site team (CEEP) of findings

Throughout the year, CEEP will work with the school staff to provide mentoring and guidance to be sure that the evaluative process is on track and that staff know what is expected in the final report. Historically, there have been two organizational workshops where school staff who have volunteered for this project and members of CEEP meet to learn and discuss the process, sharing examples and ideas for completing the report.

### *Outcomes*

At the end of the third year, two documents will be produced for each charter school:

1. The 3<sup>rd</sup> Year Self-Evaluative report, produced by the school
2. The Site Team report on the 3<sup>rd</sup> year presentation, produced by CEEP

This stage in the ongoing assessment process provides a critical glimpse into the high stakes fourth year review. So, other outcomes of this process include a better understanding of what to expect in the fourth year multi-day site review process, and self-directed understanding of school performance.

### *Timeline*

On a very general level, there are three phases to the third year process:

- Conceptual Stage – to be completed during the fall
  - Defining team members
  - Review of sample third year reports
  - Defining sources of evidence
  - Tracking of evidence
  - Workshop with CEEP staff
- Organizational Stage – to be completed in spring, prior to site visit
  - 2<sup>nd</sup> workshop with CEEP staff
  - Discussion (write-up) of performance on each standard (DRAFT)
    - Analysis of evidence
    - Assignment of ratings for each standard
    - Development of goals/objectives for each standard

- Re-write of draft based on input from site team
- Presentation of findings
- Review of initial site team report on presentation
- Follow-up Stage – to be completed after the site review in the spring
  - Changes to 3<sup>rd</sup>-year report based on input from site evaluation team
  - Submission of final reports to Mayor's Office

## Organization

For the reports to be effective, instructive, and timely, it is important that the school and CEEP work in partnership to establish goals, tasks, and assignments for completing the process. Critical elements include:

- Leadership who are supportive of the process and who will provide
  - Access to data as needed
  - Time to complete reporting and analyses functions
  - Ongoing management of status of tasks
- Staff members who are committed to school improvement and who
  - Have the time to devote to the process
  - Have previous experience working through evaluative processes
  - Have a good understanding of the school's efforts to meet standards

Historically, charter school leaders have created teams (four teams) to work on individual portions of the third year report. Those teams are responsible for choosing the sources of evidence, analyzing and reporting on outcomes, and presenting the evidence to the site team during the formal review in the spring. Each team should have a leader to coordinate the efforts of the team, and who will report to the school leader. Also, it is helpful to have one person assigned as an editor for the entire write-up.

## The Standards

Each of the following standards and indicators within the standard must be addressed in the third year report. For a more detailed look at the rubrics used for each of the indicators, please see the Accountability Handbook, and in particular, the Performance Framework Assessment Rubrics:

[http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Operating/accountability\\_handbook.htm](http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Operating/accountability_handbook.htm)

Standard	Indicator	Sample Evidence Sources
Is the educational program a success?	1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	<ul style="list-style-type: none"> <li>● Indiana Department of Education and ISTEP+ Desegregation Summary Report,</li> <li>● PL221 Report,</li> <li>● ISTEP+ Cohort Tracking spreadsheet for Reading and Math</li> <li>● 2006 AYP Summary Report found on IDOE website</li> <li>● 2007 AYP Summary Report found on IDOE website</li> </ul>
	1.2 Are students making substantial and adequate gains over time, as measured using value-added	<ul style="list-style-type: none"> <li>● NWEA data reported in the Mayor's Accountability Report</li> <li>● Sufficient Gains Graph</li> </ul>

	analysis?	<ul style="list-style-type: none"> <li>• Mayor's Accountability Report 2005 - 2006 – Value Added Analysis</li> <li>• Mayor's Accountability Report 2006 – 2007 – Value Added Analysis</li> <li>• NWEA RIT scores (growth targets &amp; growth index)</li> </ul>
	1.3 Is the school outperforming schools that the students would have been assigned to attend?	<ul style="list-style-type: none"> <li>• ISTEP+ scores across all grade levels</li> <li>• Class wide Comparative Analysis – Charter School, Indianapolis Public Schools, IDOE website, and the State of Indiana</li> </ul>
	1.4 Is the school meeting its school-specific educational goals?	<ul style="list-style-type: none"> <li>• Relevant to individual school goals, system of tracking that goals are being met</li> </ul>
Is the organization effective and well-run?	2.1 Is the school in sound fiscal health?	<ul style="list-style-type: none"> <li>• Results of Indiana State Board of Accounts audit of school finances,</li> <li>• Results of external audit of school finances commissioned by school in accordance with Charter Agreement with the Mayor,</li> <li>• Mayor's Office records of timeliness of report submission</li> <li>• Charter School Balance Sheet</li> <li>• Charter School Temporary School Loan Account</li> <li>• Charter School Income Statement</li> <li>• Current Budget</li> <li>• Projected Budgets</li> </ul>
	2.2 Are the school's student enrollment, attendance, and retention rates strong?	<ul style="list-style-type: none"> <li>• IDOE official counts,</li> <li>• IDOE reports,</li> <li>• Budget amendments,</li> <li>• Internal spreadsheets</li> </ul>
	2.3 Is the school's board active and competent in its oversight?	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> <li>• Board Roster</li> </ul>
	2.4 Is there a high level of parent satisfaction with the school?	<ul style="list-style-type: none"> <li>• Parent Survey,</li> <li>• Mayor's Accountability Report</li> </ul>
	2.5 Is the school administration strong in its academic and organizational leadership?	<ul style="list-style-type: none"> <li>• School-wide Survey</li> <li>• Administrative Job Descriptions</li> <li>• Human Resource files</li> <li>• Employee Handbook (4.5)</li> <li>• Team Member Survey Results,</li> <li>• Cambridge Education Report</li> </ul>

Is the school meeting its operations and access obligations?	3.1 Has the school satisfactorily completed all of its organizational and governance obligations?	<ul style="list-style-type: none"> <li>• Examples of documents in the Compliance and Governance Handbook include: the Quarterly Compliance Certification Letter, the Annual Report to the IDOE Charter Schools Office, Quarterly Financial Statements, Board Meeting Minutes, and the Teacher Profile Packet.</li> <li>• Other sources of evidence include public board meeting announcement flyers and student recruitment materials</li> <li>• Compliance binder</li> <li>• Meeting minutes</li> <li>• Email communication with compliance staff</li> <li>• Expert site visit reports</li> </ul>
	3.2 Is the school's physical plant safe and conducive to learning?	<ul style="list-style-type: none"> <li>• Accountability Report on Mayor-Sponsored Charter Schools,</li> <li>• Cambridge Education Site Visit Report,</li> <li>• Site Visit Report,</li> <li>• Parent Surveys,</li> <li>• Facilities Inspection Reports,</li> <li>• Discipline Logs</li> <li>• Fire Marshall Report</li> <li>• Staff and parent surveys</li> <li>• Copy of Sign in/out Log</li> <li>• Copy of Visitor Log</li> <li>• Pictures of improvements</li> </ul>
	3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	<ul style="list-style-type: none"> <li>• Compliance and Governance Binder Tab 15,</li> <li>• Student recruitment literature and schedule of events, application, enrollment packet, lottery announcement and waitlist</li> <li>• Enrollment Graph</li> <li>• Charter Document</li> <li>• School's documented enrollment policy (copy of lottery procedure, enrollment forms, prior years' recruitment strategies)</li> <li>• Marketing materials (calendar, brochures, website links, student/family handbook)</li> <li>• Mayor's Office records of parent complaints</li> <li>• Mayor's Office compliance and governance reviews</li> </ul>

		<ul style="list-style-type: none"> <li>• Exit interview form and log</li> <li>• Parent complaint log</li> </ul>
	3.4 Is the school properly maintaining special education files for its special needs students?	<ul style="list-style-type: none"> <li>• Case conference schedules,</li> <li>• Signed ICAN generated IEP's,</li> <li>• Parent communication logs,</li> <li>• Evaluation/re-evaluation schedules and reports,</li> <li>• Student files</li> <li>• Expert site visit teams' reviews of special education compliance</li> <li>• Expert site visit reports</li> <li>• Email correspondence regarding signatures of attendees at case conferences</li> </ul>
	3.5 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?	<ul style="list-style-type: none"> <li>• Teacher certification,</li> <li>• Curriculum resources,</li> <li>• Student recruitment materials in Spanish,</li> <li>• Multi-lingual teachers</li> <li>• Indiana Department of Education ESL Standards</li> <li>• Expert site visit reports</li> </ul>
Is the school providing the appropriate conditions for success?	4.1 Does the school have a high quality curriculum and supporting materials for each grade?	<ul style="list-style-type: none"> <li>• Saxon Publishers Curriculum Alignment Documents,</li> <li>• Open Court Reading Grades k-6 Curriculum,</li> <li>• Alignment Documents,</li> <li>• FOSS k-8 Curriculum Alignment Documents,</li> <li>• Saxon Math k-12 Research Base,</li> <li>• Open Court Reading Research Base,</li> <li>• Cambridge Education Evaluation,</li> <li>• Lighthouse Academies Education Model Evaluation,</li> <li>• Team Member Survey Results,</li> <li>• Lighthouse Academies Pacing Guide (Second Grade)</li> <li>• A+ Curriculum Guide</li> <li>• NWEA DesCartes sample</li> <li>• School-wide Survey</li> <li>• Teacher Survey</li> </ul>
	4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	<ul style="list-style-type: none"> <li>• Student work samples,</li> <li>• Cambridge Education Evaluation,</li> <li>• Classroom Observations, Observation guidelines/ rubric,</li> </ul>

		<ul style="list-style-type: none"> <li>• Sample of Musician of the week</li> <li>• Teacher Quick Visit Form</li> <li>• Teacher Observation Form</li> <li>• School-wide Survey</li> <li>• Mission Statement</li> <li>• Monthly Meetings with Administration</li> <li>• Weekly Staff Meetings</li> <li>• School Charter</li> </ul>
	4.3 For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	<ul style="list-style-type: none"> <li>• School-wide survey</li> <li>• College Inventory Form in Each Advisory Portfolio</li> <li>• Students Attending Ivy Tech</li> <li>• College Table &amp; Bulletin Board in hallways (3.2)</li> <li>• Field Trips to Various Colleges</li> </ul>
	4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	<ul style="list-style-type: none"> <li>• Sample Kindergarten, First grade, Second grade, Third grade, Fourth grade, and Fifth grade scores,</li> <li>• Sample NWEA report,</li> <li>• Sample of lesson plans,</li> <li>• Scheduled meetings/GLM Notes,</li> <li>• Workshop plans</li> <li>• A+ Weekly Reports</li> <li>• A+ Advisory Tracking Reports</li> <li>• NWEA Scores &amp; ISTEP+ Results</li> <li>• DesCartes Goal Strands</li> <li>• Lesson Plans</li> </ul>
	4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	<ul style="list-style-type: none"> <li>• Teacher and others Interview Protocol,</li> <li>• Teacher Recruitment schedule and interview essay,</li> <li>• Teacher list with experience, date of hire and licensure area,</li> <li>• Professional development opportunities –examples of agendas,</li> <li>• Independent Study Assignment for IPDP,</li> <li>• Teacher Evaluation Procedures</li> <li>• Employee Handbook</li> <li>• Staff Environmental Survey</li> <li>• Highly Qualified Teacher Survey</li> <li>• Teacher Application</li> </ul>
	Standard 4.6: Is the school's mission clearly understood by all stakeholders?	<ul style="list-style-type: none"> <li>• Weekly 'Beacon' Newsletters,</li> <li>• Accountability Report on Mayor-Sponsored Charter Schools,</li> <li>• INSAI Interview data from parents and students,</li> <li>• Classroom Observation Data,</li> </ul>

		<ul style="list-style-type: none"> <li>• Cambridge Education Report</li> <li>• Mission Statement Posted in classrooms, handbook, website</li> <li>• School-wide Survey</li> <li>• School Recruitment Brochure</li> <li>• Interview process: mission posted and addressed</li> </ul>
	Standard 4.7: Is the school climate conducive to student and staff success?	<ul style="list-style-type: none"> <li>• Informal observation notes, walk-through observation notes, Formal observation notes</li> <li>• ILCS Family Survey Results,</li> <li>• Parent Survey,</li> <li>• Discipline ladder,</li> <li>• Evidence of yellow/green slip program;</li> <li>• Number of referrals this year</li> <li>• School Environment and Staff Survey 2007</li> <li>• 2007 Family Survey</li> <li>• Student Handbook</li> <li>• Phone Logs</li> <li>• Class Newsletters</li> <li>• Comments on Weekly Class Reports (elementary)</li> </ul>
	Standard 4.8: Is ongoing communication with students and parents clear and helpful?	<ul style="list-style-type: none"> <li>• Report Card comments from teachers,</li> <li>• Emails to/from parents,</li> <li>• Progress Reports,</li> <li>• Parent Involvement Surveys,</li> <li>• Proof of Home Visits,</li> <li>• Newsletters (individual classroom/school-wide),</li> <li>• Communication logs,</li> <li>• School Handbook,</li> <li>• Enrollment papers/flyers in Spanish,</li> <li>• Family engagement calendar</li> <li>• School Environment and Staff Survey 2007</li> <li>• Calendar (3.3)</li> <li>• A+ Weekly Reports (4.4)</li> <li>• School Website</li> </ul>

\*Please note that the “Sample Evidence Sources” are NOT meant to define the actual sources of evidence for third year schools. They are simply meant to help schools understand the type of data that is needed so that they can identify sources of data that are relevant to the individual school.

\*\*Sample Evidence Sources were synthesized from reports by elementary and secondary charter schools.

### *3<sup>rd</sup> Year Site Visits*

*Documents site team needs prior to the visit (at least two days before the visit):*

- The school's written summary of their evidence and judgment using the format provided in the Performance Framework.
- Each workgroup needs to have prepared and submitted a list of the 3-5 major steps they're doing to address each standard they're not currently meeting.

*Schedule for the day:*

- 30-45 minute meeting with school leadership in the morning
- Schools usually have 4-5 work groups led by teachers. Need 1 hour 15 minutes with each group, with 15-20 minutes being a presentation by the work group summarizing the work they've completed. The rest of the 45 minutes will consist of discussion and feedback. All members of the group can attend, or a representative from the group can attend this 45 minute meeting.
- Lunch break
- 1 hour closing meeting with the school leader. Board members may attend this.